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ABSTRACT

This Kids Count data book examines trends in the well-being of Minnesota's African-American, American Indian, Asian, and Latino children. The statistical portrait is based on 22 indicators of child well-being: (1) attitudes about race; (2) housing patterns; (3) future plans; (4) social involvement; (5) park usage; (6) negative treatment; (7) bias crimes; (8) income and poverty; (9) working families; (10) housing; (11) healthy births; (12) births to teens; (13) health care; (14) children with special needs; (15) children planning to attend college; (16) school attendance; (17) basic standards test results; (18) graduation rates; (19) children involved in fights; (20) physical abuse; (21) out-of-home placements; and (22) injuries. Following an introductory section and a summary of state racial demographics, five sections of the data book examine indicators in the areas of social climate, economics and housing, health, education, and safety. Data are presented in tables, figures, and as summary information. Each section concludes with examples of current projects giving hope for future statistical improvement. Following the presentation of indicator data, a small section of additional tables chart a wide variety of additional indicators of child well-being by race, on an "as available" basis. The data book concludes with information on resources and data notes. (SD)

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ED 462 182

All Kids Count!

Assessing the Well-Being of African-American, American Indian, Asian, and Latino Children

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Introduction

Minnesota has long been a diverse state, with many immigrants. In the Minnesota of 1896, for example, election instructions were issued in nine languages: English, German, Norwegian, Swedish, Finnish, French, Czech, Italian and Polish. Forty percent of the population was foreign born (compared to less than 6% currently.). These immigrants came to a state already occupied by the Ojibway and Dakota, the largest tribes living in Minnesota in the early and mid nineteenth century.

Minnesota also has a mixed history of relations between different racial and ethnic communities. On one hand, Minnesota has been a welcoming place of opportunity for immigrant groups throughout the generations. People got good jobs, built communities, found safety, educational and economic opportunities for their families. On the other hand, Minnesota also has a history of discrimination and racism, shared with the rest of the United States. The state's original American Indian inhabitants were cheated of their lands and homes, forced onto reservations or onto remnants of their original territory. The infamous Dred Scott decision was based on the case of Dred Scott and his wife Harriet, who lived at Fort Snelling in the 1830's. During World War I, German-speaking Minnesotans became the target of a special state agency called the Minnesota Commission of Public Safety that attempted to suppress German culture and language and carried out surveillance activities against Germans, Russians, Slavs and Finns.

At this new turning of a century, Minnesota is continuing these contradictory patterns. Urban, rural and suburban communities are home to families of color from many different ethnicities and backgrounds. Unlike some states with a population comprised of two primary groups (for example, white and African-American), Minnesota's children and youth of color are spread across many different racial and ethnic communities. Some have come directly from foreign countries, some have moved from other states, some are from families that have lived here for generations. Every community has its own complicated and unique story to tell.

Data tells only part of this story, but it's a part of the story worth telling. Never before has data about children and youth of color in Minnesota been collected from so many different sources and combined together in a single report. New data from the census about the increasing diversity in Minnesota, information on the social climate, and data about economics and housing, health, education and safety are combined to paint an overall picture of the challenges and opportunities facing the state. Advice and input was sought from experts on the data as well as from knowledgeable community members. Looking at this data, the news is bleak: children and youth of color tend to face more difficulties in almost every single area examined in this report. They lag behind their white peers in health, educational achievement, safety and economic stability of their families. Although few interstate comparisons are available, there is little evidence to suggest that children and youth of color in Minnesota fare better than their counterparts in other states, and in some cases, we know that they fare much worse.

Minnesotans can no longer ignore the diversity in our midst. There are increased discussions at the local and state level about how to eliminate disparities in health outcomes, education, and other areas. The strengths and values of varied racial and ethnic communities are flourishing across the state, rejuvenating rural communities and city neighborhoods alike. In the last few years, treaty rights have been reasserted. Racism in the media and public institutions continues to be challenged. Community leadership continues to emerge.

In the end, we must give every child the opportunity to be healthy, to be safe, to learn, and to succeed. We must engage, mobilize and motivate Minnesotans to consider the well-being of all children in all private and public decision-making so that no child is left behind.

The Impact of Racism

The conditions revealed by this report result from more than the actions of individuals. They reflect pervasive, embedded racial bias in Minnesota institutions, including schools, community or government agencies, and businesses.

Institutional racism is the set of practices and policies influenced by racially biased assumptions that affect the lives of children, youth and families of color. The practices may be overt (refusing admission, employment, home mortgages, or business loans), but are often more subtle (lower expectations of students of color, glass ceilings on advancement at work, a sense of being unwelcome or not belonging.) Both types of practices lead to unequal treatment and disparate outcomes for children, youth and families of color and undermine the notion of equal opportunity.

Differential treatment of people of color in schools and universities, the health care system, the justice system and other major institutions is well documented. This has contributed to lower educational achievement, poor health outcomes, and lower wages and benefits. These impacts have contributed to disproportionate poverty among communities of color, leaving children and families vulnerable to the toll that poverty takes on human life.

Institutional racism is also manifested in acts of omission, such as the failure of institutions to address cultural barriers or to devote resources to providing under-served people with resources and opportunities. Finally, the psychological effects of racism are profound. Racism is a continuous trauma that affects people of color in the same manner as other forms of trauma.

Racism damages children and youth, it damages their families and communities, and it damages the greater community as well. In order to see real progress on the indicators highlighted in this report, it must be eliminated. This will require an honest, thorough examination and aggressive change by institutions. It will also require the vigilance of communities and policymakers to identify the impacts of institutional racism and to promote change. Changing institutional racism is not the sole responsibility of the people victimized by it. Changing these structures will require the effort of all citizens, politicians and decision makers. The public and policymakers must also ask how policy decisions contribute to the damaging realities for children and youth of color, and how they can be improved.

- Since most low-income parents of color are working, we must ask how we can support working families, especially lower income families, so that their children grow up with adequate economic support.
- Since students of color start out with the intention to succeed, improving educational achievement requires us to focus on improving the educational institutions that are serving them.
- Since health disparities continue to be widespread, we must improve at the social and economic contributors to health, rather than solely focusing on individual behavior.
- Since many children and youth of color end up in systems of intervention rather than systems of support, we must create social environments that support healthy families and communities.

This report provides examples of programs that are actively working to improve the lives of children of color and their families in Minnesota. The energy, passion and commitment of these programs and others should be expanded throughout the state in order to show real progress in the statistics measured by this report.

(Portions of this text were adapted from *The Real Facts of Life for Children of Color in Washington State.*) *http://hspc.org*

What We Still Need to Know

There are many improvements needed in the state's data collection processes and systems. Without timely, accurate information, it is difficult to engage in good decision making and policy development, understand future research needs, and highlight areas that need improvement. In the process of producing this report, Minnesota KIDS COUNT has identified several areas in need of immediate improvement. As one report committee member noted, "We cannot do good research or analysis because we have not documented the past and we are not documenting the present!"

Almost all of the available public data focuses on the problems rather than the strengths and assets of children and youth of color, their families and their communities. Thus, the data is vulnerable to being used to reinforce existing stereotypes and to leading to hopelessness rather than action.

Public data collection systems need more input from communities of color on what data would be useful to collect. Currently, what we know is often determined by what has historically been collected and available for other purposes, such as program enrollment figures used for financial reimbursement. In addition, any data collected must be returned to communities in a useful, accessible format.

There is a need for more indicators of institutional and organizational cultural awareness, biased and discriminatory behavior, and majority culture attitudes. Most available indicators focus on affected individuals; for example, we have a lot of data about student performance, but little information about teacher training, the racial and ethnic composition of the teaching workforce, and the school environment and curricula. Without adequate information and evaluation of our institutions, it is difficult to promote institutional change, and solutions stay focused on individuals.

State data collected by race should be further divided by other differentiating factors. The current most commonly used categories (white, African-American, American Indian, Asian, Hispanic) obscure significant differences within these groups. Specific ethnicities should be indicated when feasible, for example, differentiating Hmong from Chinese or Somalis from U.S.-born African-Americans. Citizen status may also provide a useful comparison, as well as information about whether children were born abroad or in the United States.

Racial and ethnic data should be better linked with economic data. This would enable decision-makers to better determine the impact of race and ethnicity apart from poverty.

We must develop better documentation and consistency in racial identification practices. Currently, different state agencies and data sets use different procedures to identify race. Especially in circumstances where the identification is made by an observer rather than by self-identification, this should be corrected.

Finally, this report does not contain national comparisons between communities of color in various states, nor does it contain local level data or tribal-specific data. Efforts within and across states are needed to bring this information to light.

NOTE: Throughout this report, identifiers used in the charts and tables correspond to the terms used in each original data source.

Demographics

"If we peeled off our skin, we would all be the same. We all bleed, hurt and love. We all have the same hopes, dreams and fears. That's why it is very difficult for me to understand why there is prejudice."

"I live in a town that doesn't have many black people and also have lived in a town where all I saw were black people. In both places I was called names because they thought I didn't belong. Most of the time they weren't kids or teenagers, but they were parents and grandparents. I don't know what people of my ethnic group have done [to them], but you should get to know a person before you judge them."

African-American Children and Youth

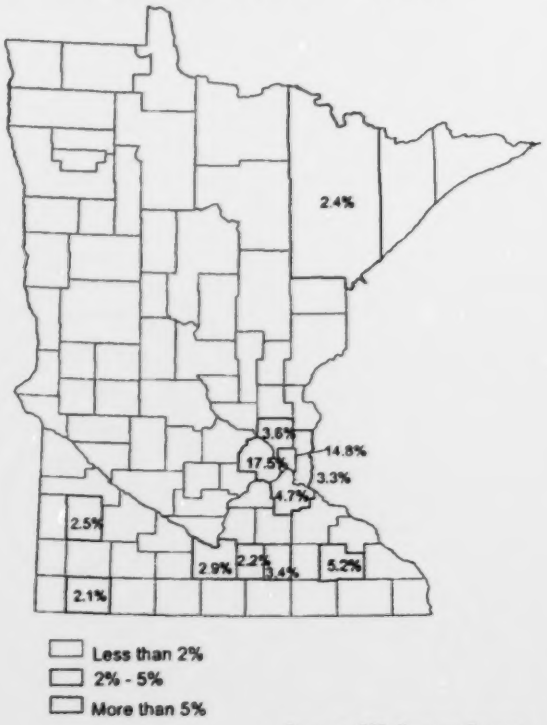
According to the 2000 census, there are 84,450 African-American children in Minnesota. (This number includes children who were counted as part African-American; 64,308 children had "African-American" listed as their only race. In the 2000 census, respondents were given the option of checking more than one race.) African-Americans are the largest population of children of color in Minnesota, comprising 36% of all children of color, and 6.6% of all Minnesota children. The number of African-American children in Minnesota has grown by 73 – 127% in the last decade, depending on how multi-racial children are categorized.

African-American children are concentrated in a few Minnesota counties, mostly in and around the Twin Cities metropolitan area. However, there are growing populations of African-American children in greater Minnesota, including Olmsted, St. Louis, Steele, Waseca, Blue Earth, Lyon and Nobles counties. African-American families have lived in Minnesota since the late 1800's, but the first large jump in population occurred after 1950. In the 1990s, the African-American population in Minnesota increased substantially, and included increasing numbers of African immigrants.

Census data released thus far, as well as most data used in this report, do not differentiate between African-American children whose families have been in the United States for generations, and recent immigrants and refugees from Africa, including Somalia, Ethiopia, Eritrea, and Liberia. African immigrants to Minnesota sometimes come to the state directly as refugees or to join family members, but also come from other states.

Data collected by the Minnesota Department of Children, Family and Learning on the primary language spoken at home in 2000-2001 indicated approximately 7,300 children speaking an African language at home.* These children lived in 32 of Minnesota's 87 counties.

African-American Children Minnesota as a Percentage of All Children, 2000



Source: US Census Bureau

For More Information On-Line

- ✧ African American Family Services: http://www.aafs.net
- ✧ Confederation of Somali Community in Minnesota: http://www.cscmn.org
- ✧ Minneapolis Urban League: http://www.mul.org
- ✧ Somali Community of Minnesota: http://www.somalicmn.org

* Some immigrants from Africa speak English at home and so are not included in this number. In addition, some languages are not recorded or are misrecorded. Some language groups, such as Arabic, might or might not include African immigrants and so were not included in this number.

American Indian Children and Youth

According to the 2000 census, there are 32,029 American Indian children in Minnesota (this number includes children who were counted as part American Indian. 20,607 children had "American Indian" listed as their only race. In the 2000 census, respondents were given the option of checking more than one race.)* This comprises 14% of all children of color, and 2.5% of all Minnesota children. However, in certain counties, the percentage is much higher, including Mahnomen (53%), Beltrami (35%), Cass (21%), Becker (15%), Clearwater (14%), Cook (14%), Itasca (8%), Aitkin (6%), Mille Lacs (8%), Carlton (9%), and Redwood (7%) counties. The population either remained about the same from 1990, or increased by 56%, depending on whether multi-racial children are included.

For hundreds of years, the Dakota people lived in the area that later became the southern and western part of Minnesota; the Ojibwe moved into northern Minnesota in the late 1600s and early 1700s. By the mid 1860s, most of their traditional lands had been taken by white settlers and the federal government.

In Minnesota, there are seven Anishinaabe (Chippewa, Ojibwe) reservations and four Dakota (Sioux) communities. The seven Anishinaabe reservations include: Grand Portage, Bois Forte, Red Lake, White Earth, Leech Lake, Fond du Lac, and Mille Lacs. All seven Anishinaabe reservations in Minnesota were originally established by treaty and are considered separate and distinct nations by the United States government. The four Dakota Communities include Shakopee Mdewakanton, Prairie Island, Lower Sioux, and Upper Sioux. The four Dakota Communities today represent small segments of the original reservation that were restored to the Dakota by Acts of Congress or Proclamations of the Secretary of Interior.

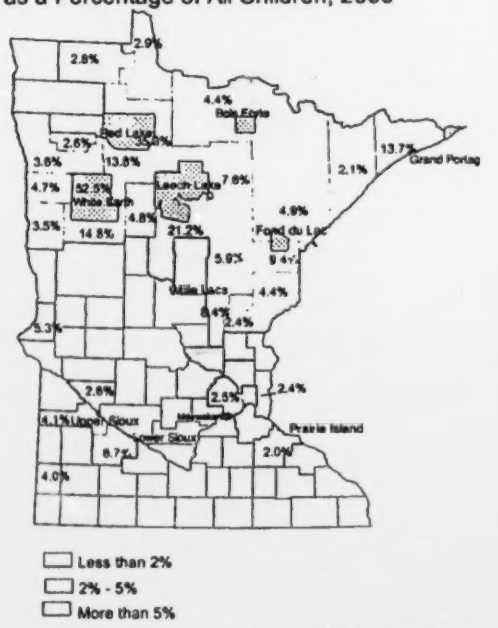
In addition, about half of the state's Indian population lives in other communities, including Minneapolis, St. Paul, Duluth and Moorhead, and encompasses many tribes and nations. The census gave people an opportunity to indicate tribal affiliation; see the table at right.

For More Information On-Line

- ✧ American Indian Movement: *http://www.aimovement.org*
- ✧ American Indian Policy Center: *http://www.airpi.org*
- ✧ Minnesota Indian Affairs Council: *http://www.indians.state.mn.us*

* A recent memo from the Minnesota Indian Affairs Board of Directors, to the Governor, state agencies and state legislators, reminds them that "American Indians are indigenous to the North American Continent and are members of a political entity, not a minority group." They request that the term "American Indian" be used rather than "people of color." For ease of reading, this report uses "children of color" to include American Indian children.

American Indian Children in Minnesota as a Percentage of All Children, 2000



Source: US Census Bureau

Tribal Affiliation, 2000 Census (as listed by the U.S. Census Bureau)	Total Number (for all ages)
American Indian or Alaskan Native tribes, specified	58,192
Chippewa (Anishinaabe, Ojibwe)	39,910
Sioux (Lakota/Dakota)	7,541
Cherokee	2,746
All other tribes	2,544
Latin American Indians	1,355
Blackfeet	586
Iroquois	570
Choctaw	472
Alaska Native tribes	410
Other	2,468
American Indian or Alaska Native tribes, not specified	23,326

Asian Children and Youth

The 2000 census counted 64,871 Asian children in Minnesota. (This number includes multi-racial children where one of the races selected was Asian; 53,831 children had Asian listed as their only race. In the 2000 census, respondents were given the option of checking more than one race.) This was 5% of all Minnesota children, and 28% of all children of color. The number of Asian children increased by 53 – 84%, depending on whether or not multi-racial Asian children are included.

In the 1990 census, children of Pacific Islander heritage were included in a larger "Asian/Pacific Islander" category. In the 2000 census, these categories were separated; the census showed that an additional 566 children in Minnesota were identified as Native Hawaiian/Pacific Islander. (However, most data used in this report categorizes these children in an "Asian/Pacific Islander" category.)

There have been relatively small Chinese, Filipino, Japanese and Korean communities in Minnesota since the mid 20th century. Immigration from Southeast Asia began in the late 1970's with refugees from Vietnam, and continued with Cambodians, Laotians and Hmong throughout the 1980's and 90's.

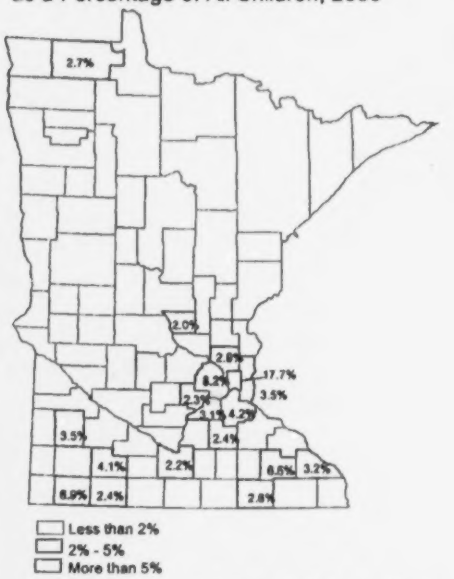
Asian children primarily live in the Twin Cities area and throughout southern Minnesota. Counties with the highest percentage of Asian children are Hennepin, Ramsey, Olmsted and Nobles counties. Other counties where Asian children comprise at least 2% of the child population include Jackson, Cottonwood, Lyon, Blue Earth, Mower, Rice, and Winona counties in Southern Minnesota; the suburban counties of Carver, Dakota, Washington, Anoka, Sherburne, and Benton; and Roseau County, in northwestern Minnesota.

The census also gave Asians an opportunity to indicate from which countries they or their ancestors originated. In Minnesota, Asians come from over 40 countries. The largest groups identified in the census are in the table at right.

For More Information On-Line

- Council on Asian-Pacific Minnesotans: *http://www.state.mn.us/ebranch/capm/*
- Vietnamese Community of Minnesota Homepage: *http://www.vietnam-minnesota.org*
- WWW Hmong Homepage: *http://www.hmongnet.org/*

Asian Children in Minnesota
as a Percentage of All Children, 2000



Source: US Census Bureau

Asians by Country of Origin	Total Number (for all ages)
Hmong	45,443
Vietnamese	20,570
Asian Indian	19,963
Chinese, except Taiwanese	18,622
Korean	15,255
Laotian	11,516
Filipino	9,696
Cambodian	6,533
Japanese	6,483
Other Asian	3,019
Thai	1,498
Pakistani	1,166
Other Asian, specified	3,019

Latino Children and Youth

The 2000 census counted 55,640 Latino children in Minnesota. (This number includes children of all races who had the ethnicity "Hispanic/Latino/Spanish." In the 2000 census, respondents were given the option of checking more than one race.*) Latino children were the fastest growing group of children in Minnesota, increasing by 147% between census counts.

The first immigrants from Mexico and the southwestern United States began to arrive in Minnesota in the early twentieth century, and many settled in the West Side neighborhood of St. Paul. In addition, migrant workers and their families have worked in southern Minnesota and the Red River Valley for many decades, often coming from Texas.

Currently, Latino children live throughout the southern portion of Minnesota as well as in the northwestern Red River Valley area. Counties with the highest percentage of Latino children include Hennepin, Ramsey, Nobles, Freeborn, Kandyohi and Watanwan counties. Other counties with significant percentages of Latino children included Martin, Faribault, Mower, Steele, Rice, Le Sueur, Lyon and Renville Counties in southern Minnesota; Clay, Norman, Mahnomen, and Polk Counties in northwestern Minnesota.

Data from the Department of Children, Families and Learning on primary language spoken at home indicates a large number of Spanish-speaking children in districts in these counties. (This does not mean that these children are not also proficient in English.)

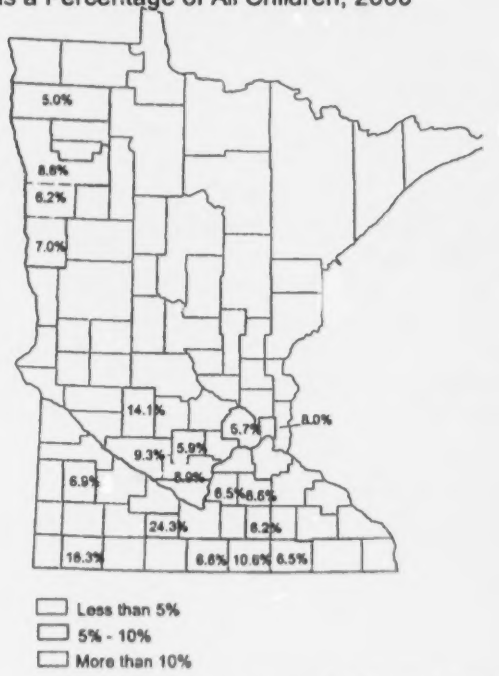
The census also asked people of Hispanic/Latino origin to indicate which countries they or their ancestors originated. In Minnesota, the majority of Latinos are of Mexican heritage (67%). This is followed by people from South America, the Philippines and Central America (5% each), and Cuba (2%). See the table at right.

For More Information

- ✧ Chicano Latino Affairs Council: *http://www.clac.state.mn.us/*
- ✧ Hispanic Advocacy and Community Empowerment Through Research. (HACER.): *http://www.hacer-mn.org/*
- ✧ Resource Center of the Americas: *http://www.americas.org/*

* Some data in this report count Latino children as a separate racial group, and some give them an ethnicity separate from race. When the latter is the case, it is noted in the table or graph.

Latino Children in Minnesota as a Percentage of All Children, 2000



Source: US Census Bureau

Country of Origin	Total Number (for all ages)
Mexican	95,613
South American	7,239
Puerto Rican	6,616
Central American	6,180
Cuban	2,527
Dominican Republic	477
Other Hispanic or Latino	24,730

Social Climate

How does it feel to be an American Indian teenager in Duluth? What is the experience for an adopted Korean first grader in her Eagan classroom? Does a white child in Minneapolis have contact with people of diverse cultures in her neighborhood? Does a newly arrived Liberian middle-schooler feel welcome at the local library?

It is difficult to measure a social climate statistically, although a growing body of research shows how important it is. However, there are a few measures available that can begin to paint a picture of Minnesota. First of all, polling data reveals that a great deal of prejudice still exists in Minnesota. Housing patterns in Minnesota metropolitan statistical areas from the 2000 Census suggest that they are generally not well-integrated in their housing and that most white Minnesotans live in areas where most of their neighbors are also white. This may limit contacts between cultural groups in schools, parks, stores and neighborhood gathering places, and may restrict opportunities for some people to access community resources such as jobs, good schools, libraries, financial services and recreation.

Another measure of whether youth feel "at home" and invested in Minnesota is to ask high school graduates their future plans. While the majority of all high school graduates intend to remain in Minnesota, these numbers are lower for African-American and Latino graduates than for whites, Asians and American Indians.

Do families of color feel entitled to use and enjoy the public resources that give Minnesota its widely held reputation as a good place to live and raise children? A recent survey of new immigrants to the Minneapolis-St. Paul area asked about participation in a number of "typical" Minnesota activities. A majority of these immigrants did participate in these activities, although participation in some activities was lower than others. (Unfortunately, a similar survey is not available asking white Minnesotans about their participation in events and activities of other cultures, such as pow-wows or community festivals.) A survey of youth utilization of metro regional parks found fairly low rates of visits, except by Asian youth. (Many of these parks are located in suburban areas and may not be near where many of these youth live.)

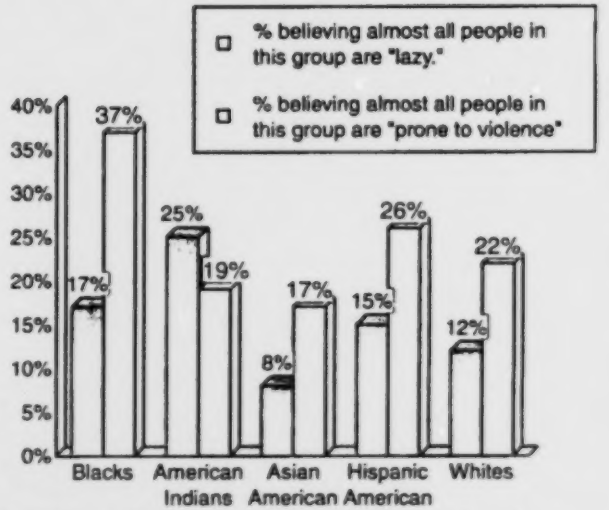
Finally, there is some data available to document discrimination and poor treatment of people of color. Data on bias crimes shows that some children and youth of color experience overt hatred. While many incidents of hatred and racism are not reported, these numbers show that acts of hate and violence happen in Minnesota and contribute to an unwelcoming climate. In addition, the study cited above asked new immigrants about their treatment from other Minnesotans. While the majority reported receiving a friendly response, significant percentages in every group (with the exception of Russian immigrants) reported an experience of someone being "mean or unkind."

Minnesotans' Attitudes About Race

The Minnesota State Survey, an annual telephone survey of approximately 800 residents, periodically asks questions about race. The Twin Cities Area Survey, a similar assessment of the Twin Cities area, also recently inquired about people's attitudes and beliefs toward various groups. These questions help paint a picture of the social environment in Minnesota.

Ethnic Images

When asked to assess whether or not most members of a particular group were considered "lazy" or "violence prone," some definite differences emerge. First of all, from 8 to 32% of the respondents, depending on the question asked, were willing to label "almost all" members of a particular racial or ethnic group as being "lazy" or "violence-prone." American Indians were twice as likely to be considered lazy as white people; African-Americans and Latinos were also judged to be lazier, while Asians were assumed to be less lazy. African-Americans were the most likely to be judged as violence-prone, followed by Latinos. Both American Indians and Asians were judged to be less violence-prone than whites.



Source: Minnesota State Survey, 1996. Minnesota Center for Survey Research.

Relations Between American Indians and Whites

In 1998, the survey asked Minnesotans to assess the relations between American Indians and whites. The opinion was fairly evenly split, with 55% judging them as good or very good, and 44% as poor or very poor.

Do you think relations between American Indian people and White people in Minnesota are ...

Very good	4%
Good	51%
Poor	41%
Very poor	4%

Source: Minnesota State Survey, 1999. Minnesota Center for Survey Research.

Racial Integration

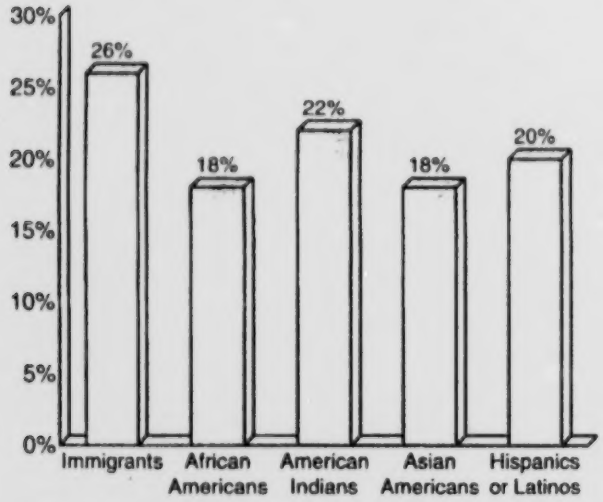
Although Minnesota is not very integrated residentially, according to the state survey, 62% of people feel that racial integration has mostly positive effects on a neighborhood. The top rea-

Attitudes, continued

sons given by respondents who felt racial integration was positive as well as those who felt it was negative are given at right.

Impact on the Community

In 2000, Twin Cities residents were asked about the impact of various groups on the community. "Immigrants" were assessed as having a negative impact by 26% of respondents. Twenty-two percent felt that American Indians had a negative impact, followed by Latinos at 20%, and African Americans and Asians at 18% (see graph below).



Source: Twin Cities Area Survey, 2000. Minnesota Center for Survey Research.

In your opinion, does racial integration have mostly positive effects on a neighborhood or mostly negative effects?

Mostly positive effects	62%
Mostly negative effects	21%
Neither	17%

Top reasons given for why it's mostly positive

- Promotes tolerance
- Benefits children
- Socially healthy
- Value in diversity
- Hasn't caused problems
- Race is not important

Top reasons given for why it's mostly negative

- Increases crime
- Lowers property values
- Minorities cause problems
- Negative impact on whites
- People are not open to it
- Don't get along
- Causes problems

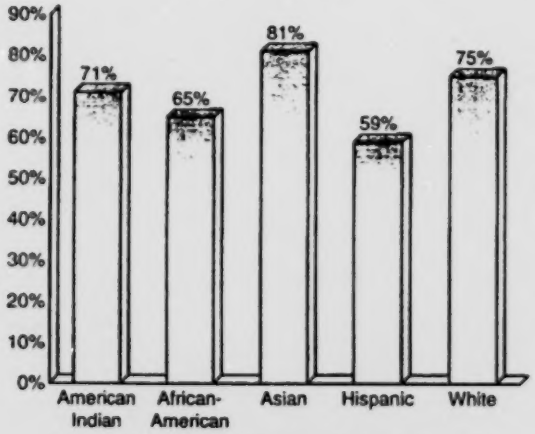
Source: Minnesota State Survey, 1998. Minnesota Center for Survey Research.

Housing Patterns

In most cities in Minnesota, over half of the people in a community would need to move in order to create an equal distribution between whites and African-Americans, Latinos and Asians. Similarly, almost all white people in these cities live in neighborhoods where a majority of white people also live.

Future Plans

A majority of high school graduates of all races expect to live in Minnesota five years from now. The numbers are highest for Asians, followed by whites, American Indians, African-Americans and Latinos.



Source: Minnesota High School Follow-up Survey, Department of Children, Families and Learning, 1997-999.

Area Name	Index of Dissimilarity, 2000			Percent Change, 1990-2000		
	white-black	white-hispanic	white-asian	white-black	white-hispanic	white-asian
Duluth-Superior, MN-WI MSA	50	31	36	12%	-28%	-27%
Fargo-Moorhead, ND-MN MSA	38	41	38	-14%	-13%	-33%
Minneapolis-St. Paul, MN-WI MSA	64	50	52	3%	10%	3%
Rochester, MN MSA	51	37	36	17%	4%	-16%
St. Cloud, MN MSA	46	39	42	-1%	-9%	-13%

Index of Dissimilarity is the percentage of one group that would need to move to a different census tract in order for both groups to be equally distributed.

	1990 isolation, whites	2000 isolation, whites	% change
Duluth-Superior, MN-WI MSA	95	92	-4%
Fargo-Moorhead, ND-MN MSA	95	91	-5%
Minneapolis-St. Paul, MN-WI MSA	91	86	-6%
Rochester, MN MSA	94	86	-8%
St. Cloud, MN MSA	98	94	-4%

The Isolation Index is the percentage of a group that live in a census tract where the average member of that group lives.

Source: Mumford Center for Comparative Urban and Regional Research, Tufts University

Social Involvement

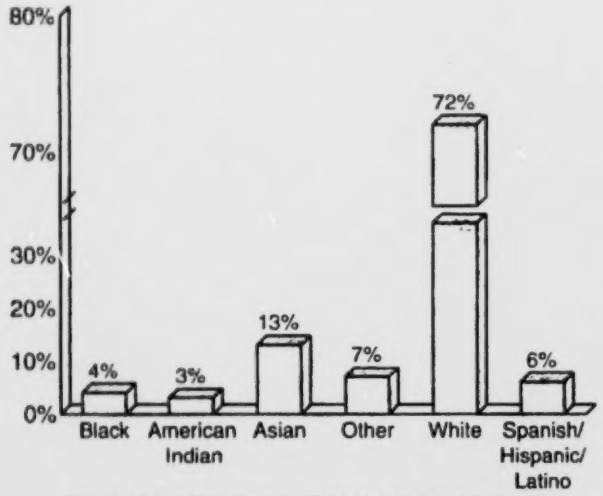
Recent immigrants to the metro area have participated in many typical Minnesota activities. Most have visited the Mall of America or a park or have used a public library; fewer have gone to the movies, the State Fair, or a museum.

Have Done This Activity	Percent
Visited the Mall of America	89%
Visited a park	88%
Used a public library	70%
Gone to the movies	62%
Gone to the State Fair	60%
Visited a museum	59%

Source: "Speaking for Themselves" survey of Hispanic, Hmong, Russian and Somali immigrants in Minneapols-St. Paul, Wilder Research Center, 2000.

Park Usage

A recent survey of metropolitan regional parks found relatively low usage by youths of color ages 12-20. Asian youth were most likely to use these parks, representing 12% of park users.



Source: Metropolitan Council, "Twin Cities Regional Parks 1998 Summer Visitor Study"

Negative Treatment

Most new immigrants in the metropolitan area reported friendly treatment from other Americans. However, numbers were highest for Russian immigrants, and significantly lower for Hmong immigrants. Russians also reported the lowest level of "mean or unkind" treatment, with 18-30% of other groups having experienced such treatment.

How Americans Treat Them

	Usually friendly	Usually not friendly	Don't know/ refused
Hispanic	90%	5%	6%
Russian	96%	1%	4%
Somali	84%	5%	12%
Hmong	67%	15%	19%
Other	88%	6%	6%

Are They Ever Mean or Unkind to You?

	Yes	No	Don't know/ refused
Hispanic	29%	71%	1%
Russian	6%	93%	1%
Somali	18%	79%	3%
Hmong	30%	55%	15%
Other	30%	68%	2%

From "Speaking for Themselves" survey of Hispanic, Hmong, Russian and Somali immigrants in Minneapols-St. Paul, Wilder Research Center

Bias Crimes

Twenty-six racially-motivated bias crime incidents against children and youth were officially reported in 2000. These incidents involved 65 children. Most of these crimes involved verbal harassment and/or assaults; African-American children and youth were most likely to be targets. The identified assailants were often other youth, but included adults. (Bias crimes against property, such as graffiti and vandalism, also affect children but are not included in this total.)

Race	Number of Victims Under 18, 2000
Black	41
American Indian	4
Asian	1
White	19
Hispanic (may be of any race)	20
Total Number of Incidents Reported	26
Total Number of Victims	65

Source: Minnesota Bureau of Criminal Apprehension

"I often hear racial jokes and I often laugh at them. I even tell some of them myself. After I do, I feel like the lowest form of life on Earth. I feel bad because it is a slap in the face to what my parents raised me to believe about others, and it's a slap in the face to the friends I've had that are black."

Minnesota Churches Anti-Racism Initiative (MCARI)

Projects That Give Hope

Many Minnesota communities are seeing an increasing population of new immigrants, and established residents lack experience and understanding. MCARI unites religious communities and others to struggle against racism and build multicultural diversity. They accomplish this through systematic anti-racism education with congregation, community groups and campus communities, helping people recognize and respond to racism, and participating in racial reconciliation initiatives. This statewide organization is an ecumenical network of individuals and congregations, sponsored by the Minnesota, Greater Minneapolis, and Saint Paul Area Councils of Churches.

In nearly eight years of existence, over 5,000 people have participated in introductory events and 500 people have gone through a three-day intensive anti-racism training. About 100 of these individuals participate regularly in regional teams (organized to provide mutual support and planning opportunities); most of the remainder are also involved in congregational or community efforts. Over 40 local churches and institutions are involved in a systematic process of anti-racism training and organizing.

An African-American pastor who has attended several workshops says that he is committed to this work on behalf of his grandchildren. He doesn't like to worry about what someone might say to them that will diminish their self-esteem. He said he hopes for a society that will treat his grandchildren with respect; that teachers will genuinely believe in their potential and will encourage his grandchildren to excel. He is determined to help dismantle some of the systemic pieces of racism in order that his grandchildren and their children will encounter a world that he and his parents dreamed of shaping.

(Thanks to C. L. Valenzuela, Associate Director)

"In school I was teased and poked fun of because I was different. I have always hated being stared at or whispered about. It seems like you are never good enough unless you are white. Little names always hurt even though you might not show it. It was hard to make friends because people were racist. I used to hate myself when I was younger. I remember praying that I could be white. I learned to live with the pain. Since then many things have changed and I have made many friends. I have gained self-esteem and am happy to be who I am."

Projects That Give Hope

Cultural Diversity Network

Southern Minnesota has seen an increase in cultural diversity in all aspects of community life. This has been particularly evident in Owatonna, MN where immigrant communities of Latinos and Africans, as well as African-Americans have grown dramatically in the last few years. As new populations moved to Owatonna, seeking work and a safe place to raise their families, the community has had to learn how to live with new cultures, religions and languages.

The Cultural Diversity Network (CDN) of Steele County is a grass roots organization with the mission "to promote understanding and respect so that all residents of our communities may live together peacefully." The CDN works to create relationships between members of different communities through cultural, educational and recreational activities including an annual "culture fest," block parties, community forums and discussion groups, book readings, welcome groups and assistance activities for new immigrants to the community. The success in facilitating discussion, education and relationships is exemplified in the success of the "Culture Fest" which tripled attendance between 1999 and 2000.

(Thanks to Pauline Redmond and Mary Ruth, Executive Director, Cultural Diversity Network.)

"In our Constitution it says, 'All men [people] are created equal.' Well, maybe they are created equal, but that's where it stops. After they're created it all changes."

Economics and Housing

Income

Adequate family income is key to many other measures of child well-being. However, many families of color in Minnesota are struggling economically. Although most parents of all races are working, the average incomes and financial assets of American Indian, African-American, Asian and Latino families are less than those of their white neighbors. The safety net for many low-income families, the Minnesota Family Investment Program, is not as successful moving Southeast Asian, African-American and American Indian families to self-sufficiency as it is for white parents. Institutional discrimination in education, employment opportunities and housing combine to perpetuate these disparities.

Financial assets and income are only one part of making strong families and communities, but lacking these resources can lead to increased problems for families, including more stress and conflict due to economic pressures, lower quality child care and education for their children, poorer nutrition, and substandard housing. Lower income families may be more isolated from community resources and support, lacking regular phone service or reliable transportation, and are more vulnerable to questionable financial practices, such as rent-to-own stores, check cashing services that charge large fees, and high interest loans and mortgages. Lower family incomes also decrease the financial support available within communities to benefit community institutions.

While most families of color do not receive welfare benefits, the 60-month limit on benefits will start affecting families in July 2001. Asian welfare recipients were most likely in December 2000 to have already accrued more than 42 months of MFIP receipt, meaning that they will need to qualify for an exemption from the time limit or else achieve employment at a wage high enough to leave the program before their time limit is used up.

Housing

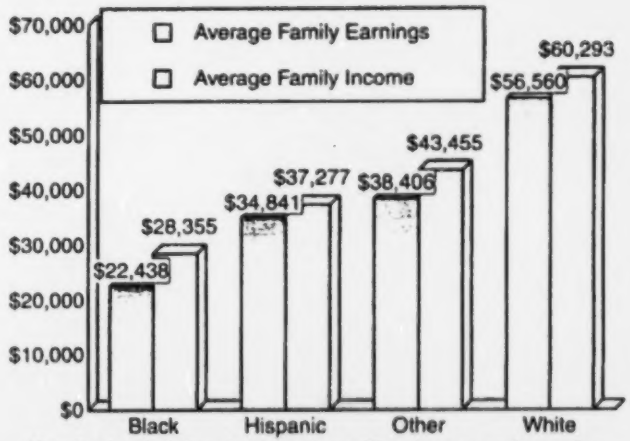
Safe, affordable housing continues to be a critical issue for Minnesota families throughout the state, especially families of color. Families of color in Minnesota comprise a disproportionate percentage of homeless families, and are less likely than white families to own their own homes. Home ownership is important because it stabilizes housing costs, builds strong neighborhoods and communities, and gives families an opportunity to build equity and financial assets.

Special issues for some families of color include difficulty in finding housing suitable for families with more than two children and extended family members; discriminatory lending practices that deny mortgages to otherwise qualified buyers; inadequate housing supply on reservations and in other rural communities; lack of previous participation in the formal economic marketplace or recent arrival in this country making it difficult to establish credit; and a tight rental housing market that allows landlords to be more selective about tenants and charge high application fees.

Income and Poverty

Average earnings for families of color are 40 to 68% those of white families; average incomes are 47 to 72% of white families' average incomes.

Students of color are also more likely to come from families where the incomes are below 185% of the federal poverty line, as measured by their participation in the free or reduced-price school lunch program.



Note: Earnings include main job earnings, self-employment earnings, and other earnings of all family members. Income includes earnings, plus other government payment, money from friends and relatives, interest and dividends, rental income, etc.

Source: National Survey of America's Families tabulations by Child Trends of Minnesota data. Respondents from 1997 and 1999 surveys were combined for larger sample size.

	Total enrollment	Students below 185% of the Poverty Line, 2000-01	% of Students
Black	56,050	39,749	70.9%
Indian	17,887	11,999	67.1%
Asian	43,175	26,141	60.5%
Hispanic	28,398	18,431	64.9%
White	700,464	122,324	17.5%

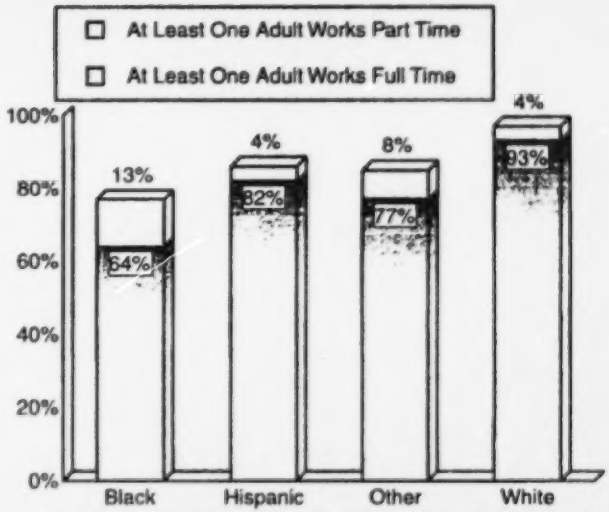
Note: Students receiving free/reduced-price school lunch. The income cut-off for the program is 185% of the federal poverty line, which in 2001 was $32,650 for a family of four.

Source: Minnesota Department of Children, Families and Learning

Working Families

The majority of parents of all races work full-time. Rates of full- and part-time work vary between groups, with higher unemployment and more part-time employment among African-American families than among Latinos or other racial groups.

Asian families, primarily Hmong, are far more likely to have used a large proportion of their time limit on MFIP. Twenty-four percent of Asian MFIP cases had used more than 42 months by December 2000, compared to 10% of African-American cases, 8% of American Indian cases, and 6% of Latino and white cases.



Source: National Survey of America's Families tabulations by Child Trend of Minnesota datas. Respondents from 1997 and 1999 surveys were combined for larger sample size.

Long-term MFIP Receipt	Number of Cases	% of Cases
Black	1,023	10%
American Indian	235	8%
Asian/Pacific Islander	562	24%
Hispanic	95	6%
White	854	6%

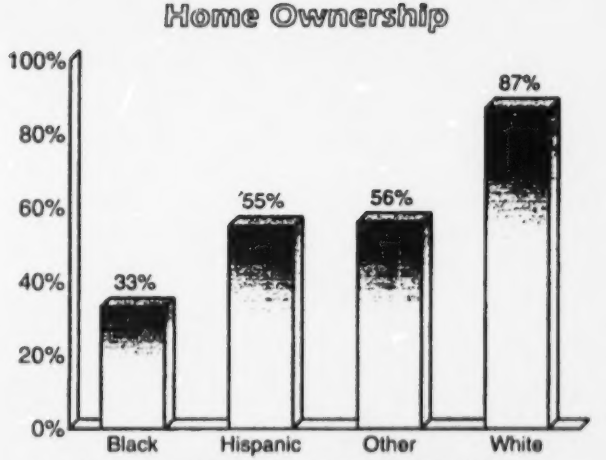
Definition: In December 2000, cases with more than 42 months of "TANF time"; these cases may hit the 60-month time limit by July 2001.

Source: "December 2000 Characteristics of Racial/Ethnic and Immigrant Groups in the MN Family Investment Program," MN Department of Human Services

Housing

Families of color in Minnesota are less likely to own homes than are their white counterparts. While 87% of white families owned their home, only 55% of Latino families, 33% of African-American families and 56% of families of other races owned their homes.

Among homeless families whose children were with them, over half were African-American. American Indians comprised 10% of these families, and families identified in the study as "African Natives" made up 4% of homeless families.



Source: National Survey of America's Families tabulations by Child Trends of Minnesota data. Respondents from 1997 and 1999 surveys were combined for larger sample size.

	Number of Homeless Families (with at least one child)	% of Homeless Families
African American	736	52%
African Native	49	4%
American Indian	137	10%
Asian/Pacific Islander	10	1%
Other	92	7%
White	392	28%
Hispanic (of any race)	78	6%

Source: "Homeless in Minnesota" statewide survey, October 2000, Wilder Research Center

Projects That Give Hope

Phillips Partnership

The Phillips neighborhood in Minneapolis is one of the largest, oldest and most diverse neighborhoods in the city. The Phillips Partnership was created through the efforts of Honeywell and Allina Health System in the spring of 1997 to "improve the long-term livability of the Phillips neighborhood through a strategic vision to guide and leverage institutional contributions to the neighborhood more effectively." The four main initiative of the Phillips Partnership are to address the issues of safety, jobs, housing and infrastructure.

The Phillips Partnership Housing Initiative has identified seven goals: increase home ownership opportunities; improve the quality of rental housing; provide resources for homeowner improvements; increase property values in the neighborhood; serve as a catalyst for other redevelopment efforts in the neighborhood; reduce police calls and crime in the immediate neighborhood; and serve as a demonstration model for inner city housing development. The Partnership has four projects underway which will reflect a total investment of $25 million, $17 million from non-governmental sources, in housing improvements for the Phillips neighborhood.

The "Train to Work" program facilitated by the Phillips Partnership and administered by Project for Pride in Living Inc. "targets adults who have the interest, ability and motivation to learn skills and behaviors necessary for long term success in the workplace and are living in the neighborhoods surrounding Abbott Northwestern Hospital and Children's Hospitals and Clinics." Over 250 local neighborhood residents have graduated from Train to Work. Most of these residents are former welfare recipients and are now enjoying their first permanent job. Eighty-one percent continue to be employed at Abbott Northwestern and Children's Hospitals. The success of the Train to Work program led to the more advanced skills training offered at the Health Careers Institute (HCI). The Institute delivers education and skill training programs that enable Phillips residents to obtain more advanced, higher-paying technical and professional jobs in the health care industry.

Kamenie Jaipat, who lives a block south of the Phillips neighborhood, was a graduate of the Institute's first phlebotomy class. When she heard about the Health Careers Institute, Jaipat was already working as a nursing assistant at Abbott. Jaipat said she wanted to upgrade her skills and thought the institute's phlebotomy program would do just that. She spent seven weeks last fall learning about different types of blood tests and learning how to properly pierce veins. She now works at the hospital, at a significant salary increase from her previous job.

Mildred Flowers heard about the Health Careers Institute through a flier she found on the doorstep of her Phillips residence. She had long thought about trying for a job at Abbott; this seemed to be her opportunity. She took the nursing assistant course, and now Flowers, 38, is working an overnight shift at the hospital. "For an average person, (a hospital stay) can be very scary for them," she said. "But I can be there. Even if it's just holding their hand."

(Thanks to Erika D. Carter, Phillips Partnership.)

Projects That Give Hope

Grand Portage Tribal Council and the Greater Minnesota Housing Fund (GMHF)

Many families in Minnesota lack affordable housing. The Greater Minnesota Housing Fund serves Greater Minnesota with funding and technical assistance for the creation of affordable housing. GMHF concentrates efforts in areas of "economic vitality" where jobs are growing and housing shortages need to be addressed to meet the needs of working families and to further economic growth.

GMHF and employers are working together to create affordable housing across the state. A growing number of employers are using such housing development strategies to increase the supply of housing for the entire community, thereby benefiting many of their own workers as well. Employers have many options for participation including cash contribution, donation of land, downpayment assistance and homeownership training for employers.

The Grand Portage Tribal Council, owner of the Grand Portage Casino and Lodge, employs over 340 people on the reservation. However, there was not enough affordable housing for their employees. Families and employees were occupying as many as thirty-five rooms in the lodge and many others were living in battered trailers. Many of the trailers should have been condemned.

The Tribal Council, with the assistance of GMHF, was able to create two new fourplexes and six new duplexes totaling twenty units. The project was completed in 2000 and included paved roads and sodded yard. The Tribal Council was able to work with other agencies and has completed a new clinic, senior housing, new office space and are in the process of creating eight more new affordable units. The project has had tremendous benefits for both the employer and the families.

(Thanks to Nick Healy, GMHF and Al Goodwin, Grand Portage Tribal Council)

Health

Minnesota is widely known as a leader on many measures of good health. This leadership does not extend to the health outcomes of children and youth of color, however.

Because good health begins before birth, birth data are a good starting place to talk about children's health. Unfortunately in Minnesota, the indicators are not so positive for children and youth of color: teens of color are more likely to give birth, and children of color are more likely to be born at low birth weight and to die in infancy. These disparities exist to various extents for African-American, American Indian, Latino and Asian children.

Access to health care is also critical. Having health insurance does not guarantee this access, but is an important first step. Although Minnesota has a much-touted low rate of uninsured children relative to other states, the uninsured rates for children of color are much higher, and are highest for Latino children.

Very little data exists on children with special health or behavioral needs, and much less specific data about children and youth of color. The limited data available suggests that there may be more special needs children within families of color, which has implications for the development of culturally competent services and assistance for these families.

Data about children's mental health is also very difficult to obtain, and the mental health needs of children from particular racial or ethnic groups have yet to be fully documented. Limited data available from the Minnesota Student Survey suggests that in at least one domain, that of serious emotional distress, American Indian, African-American, Asian and Latino youth are all reporting higher levels of difficulty than are white students.

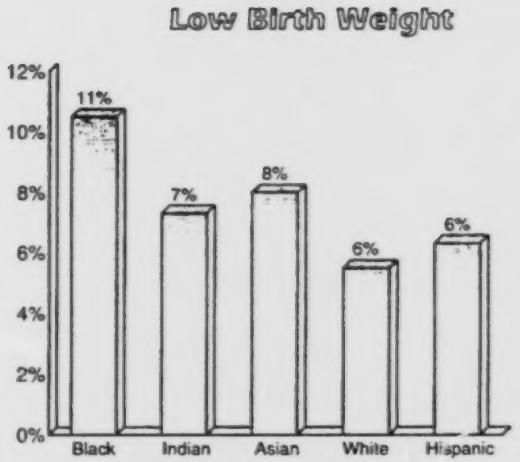
A growing body of research shows that people of color do not experience worse health simply because they are more likely to have a lower income. They also do not experience worse health simply because of high-risk personal behavior. Although these are both important factors, racism, discrimination and chronic race-related stress play an important role in health outcomes. For example, health is affected through factors such as restricted economic opportunities, limited access to medical care, and barriers and bias in health care systems.[1]

[1] "A Call to Action: Advancing Health for All Through Social and Economic Change." MHIP, Social Conditions and Health Action Team, July 2001. Minnesota Department of Health.

Healthy Births

Children born at low birth weight are the percentage of children born weighing less than 5.5 pounds. In 1999, the percentage of low birth weight babies was somewhat higher among Latinos, American Indians and Asians as compared to white children, and almost twice as high among African-American children.

The Infant Mortality Rate measures how many children die before their first birthday. In Minnesota, the rate is highest for African-American and American Indian infants, at double the rate for white infants. Latino and Asian infants also die at a higher rate than do white infants.



Source: 1999, Minnesota Center for Health Statistics, Minnesota Department of Health.

	Infant Deaths 1995-99	Rate per 1,000
Black	221	13.5
Indian	79	14.0
Asian	103	7.2
White	1,562	5.5
Hispanic (of any race)	85	6.8

Source: Center for Health Statistics, MN Department of Health

Births to Teens

The rate of births to mothers age 15-17 varies greatly among racial and ethnic groups, although they have declined for all groups in recent years. Eleven out of every 1,000 white teen girls gave birth in 1999. This compares to 47 per 1,000 Asian, 62 per 1,000 American Indian, 70 per 1,000 African-American and 83 per 1,000 Latino teens. Similar data about young fathers is not available.

	Births to Teens Age 15-17, 1999	Rate per 1,000
Black	301	70
Indian	123	62
Asian	221	47
White	1,099	11
Hispanic (of any race)	212	83

Source: Center for Health Statistics, Minnesota Department of Health

Health Care

A recent household survey suggests that children of color in Minnesota are less likely to have health care coverage than are white children. Latino children had the highest rates of not having insurance, at more than 15%, followed by 11% of African American children and 6% of children of other races.

	Estimated Number of Children w/o Health Insurance, 2001	Percentage
Black	9,200	10.9%
Hispanic	8,700	15.6%
Other Races	8,000	6.0%
White	39,100	3.5%

(Multiracial children are counted in all categories that apply.)

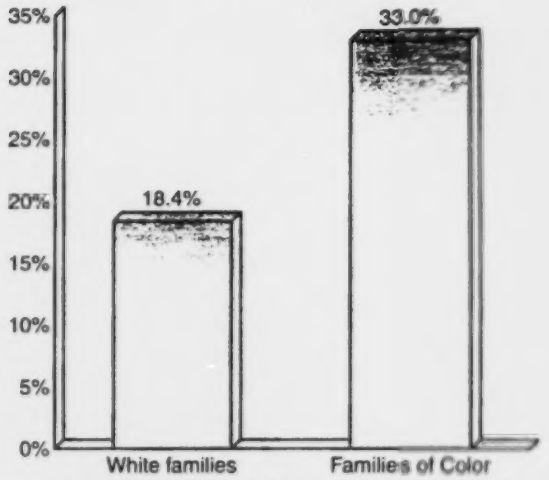
Source: "Minnesota Health Insurance and Access Survey," University of Minnesota School of Public Health, Minnesota Department of Health

Children with Special Needs

A recent statewide household survey asked parents to self-define if their child had a "special need." Survey results showed that 33% of families of color and 18.4% of white families identified that they had at least one child with a special need. Unfortunately, further breakdowns by race and ethnicity are not available, but this data suggests a higher prevalence of special needs children within at least some communities of color.

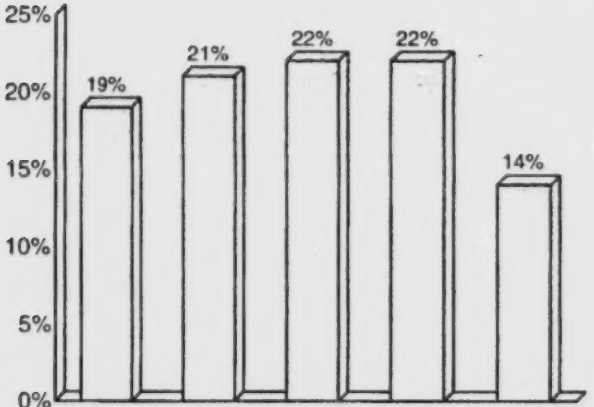
A question from the Minnesota Student Survey found that many children report experiencing emotional distress. Reports of distress were lowest for white students, followed by African American, American Indian, Asian and Latino students.

Have a Special Needs Child



Source: "Child care use in Minnesota: Statewide Survey of Households" Wilder Research, 1999.

Experience Emotional Distress



Definition: Students who felt stressed, sad, discouraged or hopeless, nervous or worried most or all of the time.
Source: 1998 Minnesota Student Survey; Urban Coalition

Projects That Give Hope

Covering Kids

Many families in Minnesota struggle with the barriers to accessing health care. Covering Kids is a national health care access initiative to help low-income, uninsured children get health insurance. Covering Kids has three goals: to identify and enroll eligible children into health coverage programs; simplify the enrollment processes, and coordinate existing programs for low-income children.

Covering Kids Minnesota features two pilot projects, one in Olmsted County and the other in Minneapolis. The Minneapolis pilot project works with the Minneapolis Department of Health and Family Support and the Minneapolis Public Schools to screen incoming students for health status and assist students in obtaining health care coverage. Located within the Minneapolis Public School New Families Center, the Minneapolis pilot staff work with a large number of immigrant families who are new to the country and often have language barriers and little knowledge of public programs.

Major accomplishments of the Covering Kids Minnesota project includes working with the Department of Human Services to reduce the Minnesota Health Care Application from 21 to four pages, providing technical assistance and support to launch a pilot program using the free and reduced school lunch program to identify and enroll uninsured children and identifying the most common barriers that make it difficult for families to obtain health care coverage.

Over 500 children have obtained health care coverage through the Minneapolis program.

(Thanks to Emily Williamson and outreach workers, Covering Kids)

"I am a Hispanic student. Every since I entered the seventh grade I've noticed racial issues between the Hispanic and Anglo students. There was a lot of fighting that year and nothing was really done about it ... Even though I have lived here all my life, I still hear and see racial slurs from my 'Anglo' friends toward other Hispanic students. I have asked my friends what makes me any different from other Hispanic students — I mean, don't we look the same? My friends' replies always seem to be 'We know you,' or 'We grew up with you, besides you're almost like a "white" person to us.' "

Projects That Give Hope

Mothers Caring for Mothers — American Indian Family Center, St. Paul

Many children, even before birth, do not receive the healthy start they need to succeed. Mothers Caring for Mothers is a program that provides prenatal, birthing and postpartum support to women and their families aiding in a healthy start for children.

Each mother is paired with a Turtle Birthing Woman and a community health nurse who provide a variety of support services. The term Turtle Birthing Women was selected because in many nations it represents healing, health, procreation powers, conception and birth. Culturally-specific and appropriate information, home visits, physical and emotional support throughout pregnancy, birth and postpartum time are all a part of these support services. Many women in the program have barriers to a healthy pregnancy such as chemical dependency, housing problems, or domestic violence. In addition to being supportive, Mothers Caring for Mothers makes appropriate referrals and offers case management services.

Benefits for mothers include self-empowerment through knowing all the birth options available, understanding the effects of pain medication, and having a trusting and consistent relationship with a Turtle Birthing Woman. The Turtle Women's project helps make the birthing process a positive experience for the family and allows the mother to view the new baby as a sacred gift. Of fifteen births in the program, fourteen babies were born at appropriate birth weights.

As one Turtle Woman reported, "What makes the whole experience wonderful is when a mother turns to me and says, "I did it! If I can do this I can do anything."

(Thanks to Pat Welch, American Indian Family Center)

"Being an Asian living in America, I feel racism. I am happy to be a minority that is discriminated against. It is then harder for me to be racist against others."

Education

Education is the doorway to a better standard of living. However, educational achievement is not the same for children of color in Minnesota as it is for white students. When surveyed in the sixth grade, the majority of African-American, American Indian, Asian and Latino students have plans to attend college. Clearly, these students are motivated and willing to learn. However, on later measures of educational achievement, the gap between most students of color and white students is large.

Good school attendance is key to better test scores, overall achievement and graduation. For all students, school attendance decreases sharply as students progress through grade levels, but this fall-off in attendance is greater for students of color, who begin with somewhat lower levels of attendance in the early grades. The high school basic standards tests, which must be passed in order to receive a high school diploma in Minnesota, also highlight achievement gaps between students of color and white students. Finally, the percentage of students graduating on time is lower for students of color than for white students.

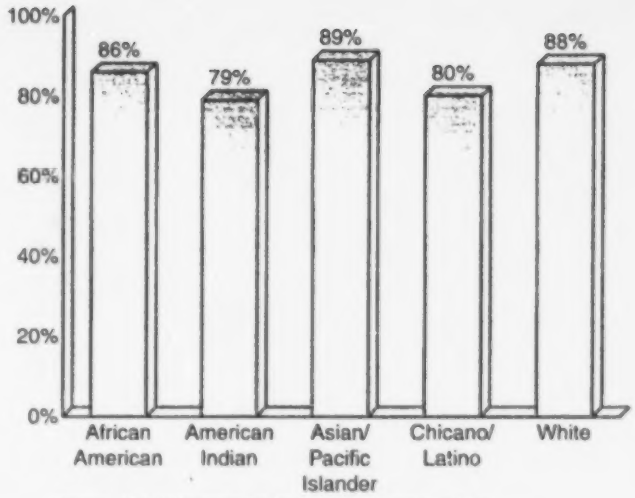
Education takes place in a context, and while these gaps in achievement are commonly attributed to individual and family circumstances, there are much larger issues at work. For example, a 1997 study by Dr. Samuel Myers Jr. at the University of Minnesota sought to determine whether poverty was the primary cause of the poor performance of black students on the Minnesota Basic Standards Test. The study found that success on the tests was positively correlated to how an individual had been tracked (i.e. what level of classes the student was placed in) and the quality of the academic opportunities available in the school. Educational achievement is also affected by students' perceptions of the opportunities in the wider society, the educational opportunities available in the system itself, and the cumulative psychic and emotional effects of discrimination and racism.[1]

Educational issues for children of color include lack of culturally competent teachers and school staff; lack of school staff of color; family difficulty in securing stable housing, (making school attendance and consistency difficult); mistrust due to historical discrimination by educational systems (i.e. American Indian children forcibly sent to boarding schools); inadequate support and funding for students with limited English skills; immigrant teenagers entering secondary school with limited previous educational experience; and communication barriers with between schools and families.

[1] "Rethinking Schools: Race and the Achievement Gap," *Rethinking Schools*, Vol. 15, No. 4, Summer 2001.

Planning to Attend College

In the sixth grade, the vast majority of all children state that they plan to attend college.



Source: 1998 Minnesota Student Survey; Urban Coalition

Attendance

Attendance rates are relatively high for third graders of all races, although even at this age there is a small gap, with African American, American Indian and Latino children having lower attendance. However, attendance rates decrease faster over time for these groups, and the gap between white students and students of color widens.

Over Time	3rd grade	8th grade	10th grade	Percentage Decrease
Black	94%	90%	87%	-7%
American Indian	93%	87%	83%	-11%
Asian	97%	95%	91%	-6%
Hispanic	94%	91%	87%	-7%
White	96%	95%	93%	-3%

Source: 2000 Minnesota Education Yearbook, Office of Educational Accountability, University of Minnesota

Basic Standards Tests

Performance on the basic standards tests varies greatly by race and by the type of test. Asian students generally did better than other students of color, although American Indians did better on the writing test. Latino students had the next highest scores for most areas, followed by American Indian and African-American students.

Percentage of Students Passing Basic Standards Tests, 1999-2000

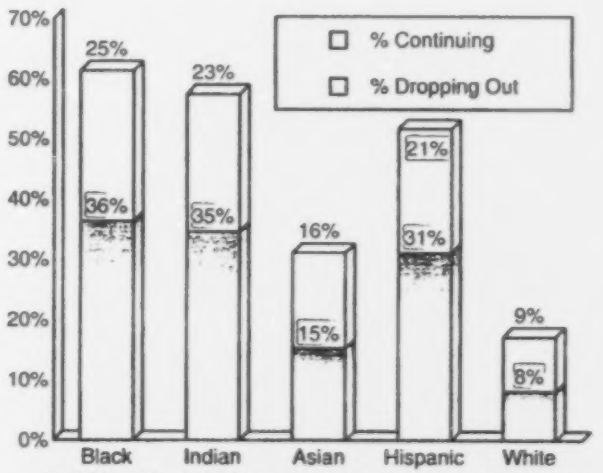
	Reading	Math	Writing
Black	48%	31%	54%
American Indian	53%	42%	70%
Asian	63%	62%	69%
Hispanic	53%	40%	65%
White	84%	77%	90%

Reading and math are grade 8; writing is grade 10.

Source: Department of Children, Families and Learning, 2000 Minnesota Education Yearbook

Graduation Rates

Large numbers of African-American, American Indian and Latino students are not graduating on time, and rates for Asian students, while better than other students of color, are still much higher than those of white students.



Definition: "Continuing" measures students who continued enrollment in their school district the following year.

Source: Minnesota Department of Children, Families and Learning

Projects That Give Hope

TRIO/Upward Bound

TRIO programs were established during the mid-1960's to help disadvantaged students attend and succeed in college. Sponsored by colleges and universities, Upward Bound serves students who are low-income and/or the first generation of their family to get a four-year college degree. The TRIO Upward Bound programs work with qualifying high school students providing academic support and enrichment activities including financial aid and college application advising, tutoring and summer academic enrichment camps. In the 16 years that TRIO programs have been serving students in Minnesota, 12,957 students have participated in Upward Bound and with students of color making up 52% of the students served.

National research shows that students from similar backgrounds as TRIO students have a college-going rate of less than 30%. On the other hand, Upward Bound students in Minnesota entered college at a rate of 70%.

"After spending 6+ years as a student and employee of Upward Bound programs, it is impossible to say in a few words what the program has done for me. To put it simply, UB works! The proof can be found in the successful line of people like myself." - Ivan Carter, Red Wing High School graduate, St. Olaf College graduate (1997), currently a sportswriter for the Kansas City Star

"Upward Bound encouraged me to act on my dream of attending college. They provided me with the tools with which it could come true. I serve as one of the best possible examples of what the Upward Bound program can mean to its students" - Claudia Perez, St. Paul Humboldt Grad, Gustavus graduate (2000), currently works for the St. Olaf GEAR UP! Program

(Thanks to Heather Campbell, Director, St. Olaf Upward Bound)

Projects That Give Hope

Hmong American Partnership

One challenge for Hmong youth in Minnesota is building a bi-cultural identity, a key to success at school as well as within their family. The Hmong American Partnership (HAP) helps children in the Hmong community reach their full potential. HAP's Youth and Family Programs provide educational and recreational opportunities for Hmong youth to prevent drug and crime activity and to improve the mental, physical, and social well-being of Hmong families. HAP helps connect youth with their cultural history and their future.

Hmong Youth Pride (HYP) and Struggle for Success are two of HAP's programs during after-school hours. Hmong Youth Pride is for children from 4th to 6th grades and is located at six satellite sites throughout St. Paul. The program is designed to increase academic performance, school attendance, and self-esteem and decrease delinquent behavior and substance abuse. The program includes homework assistance, one on one tutoring, Hmong-centric drug and gang prevention curriculum, family activities, and cultural in-services for school personnel, fieldtrips and Hmong language and cultural activities. Two important strengths of these programs are its bi-lingual instruction and Hmong staff members. Peem Tsheej or Struggle for Success provides positive recreational, social, and educational activities for Hmong youth ages 11-18. Activities such as traditional dance, volleyball, basketball, modern dance, Hmong language and culture classes, and one-to-one mentoring are available. Struggle for Success addresses many of the topics of concern for teens today through workshops, speakers and the development of Hmoob Teen Magazine.

Many students who are currently in college or have just graduated return to volunteer after their participation in HAP's programs. One sixth grade participant in Hmong Youth Pride sums up his participation like this: "I wish to be in the program forever and hope it never ends because there will always be Hmong people in the world. Maybe I will be a teacher in the program some day."

(Thanks to William Yang, Executive Director, HAP)

Safety

Safety is a broad category, encompassing issues of family violence and neglect, difficult behavior on the part of youth, and information about preventable injuries and death. Too often in the past, this data has been used to further stereotype and stigmatize families and youth of color. This data must be imbedded in the larger context of other indicators (i.e. social climate, education, health, economics) and also include awareness of bias in the systems designed to respond to these problems.

Through self-reports on the Minnesota student survey, children of color are more likely to report both higher levels of fighting, and to report physical abuse in their families. Once children of color enter the systems that are supposed to provide help to them and their families, the data suggests these systems do not respond in culturally appropriate, unbiased ways. For example, children of color are highly over represented among children in out of home placements. This is particularly an issue for African-American and American Indian children. Out-of-home placement, while sometimes necessary, is not usually the first or best type of intervention for families in trouble. Likewise, when youth of color enter the criminal justice system, they encounter disproportionately harsher sentences, are more likely to be adjudicated as adults and to be incarcerated in juvenile facilities.

Finally, children of color are more likely than white children to experience deaths from preventable injuries such as homicide, suicide and car crashes. Because these deaths often occur one by one, and are sometimes regarded as "accidents," the overall pattern of increased deaths among children and youth are not always visible.

When families of color become trapped in systems of intervention rather than being able to access systems of support, children and youth suffer. Too often, issues of safety are looked at in a narrow, individualized context, rather in the larger context of communities and systems.

"I have been to over ten schools in the last three years in Minnesota and Louisiana. I get treated like I'm less than an individual and more a part of a group. This is based on the fact that I'm African-American."

Involved in Fights

The Minnesota Student Survey asks students to self-report hitting or beating up others in the past year. (The severity of these events is not determined.) While the majority of students of all races do not report hitting or beating up others, about one quarter of African-American, American Indian and Latino students reported this behavior, compared to 14% of Asian/Pacific Islander and 13% of white students.

Percent of Ninth Graders Involved in Fights, 1998

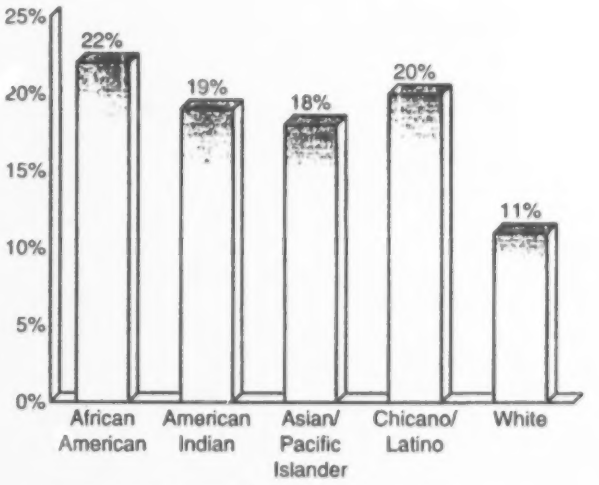
African American	23%
American Indian	25%
Asian/Pacific Islander	14%
Chicano/Latino	25%
White	13%

Percent of ninth graders who hit or beat up another person three or more times in the past 12 months

Source: Minnesota Student Survey; data analysis from the Urban Coalition

Physical Abuse

Ninth grade students of color reported physical abuse in their families at rates higher than white students. Between one in four and one in five students of color reported this abuse, compared to one in eleven white students. However, across all racial and ethnic groups, a majority of ninth graders also reported that they felt their parents cared for them "very much," including 71% of both white and African-American students, 68% of Asian, 66% of Latinos and 63% of American Indian students.



Source: 1998 Minnesota Student Survey; Urban Coalition.

Out-of-Home Placements

A disproportionate percentage of children in out-of-home placements are African-American or American Indian. The rate of placements for American Indians is nine times that of white children and youth, and the rate for African-Americans is more than five times that of whites.

Out-of-Home Placements

	Number of Children, 2000	Rate per 1,000	Percentage of Caseload
Black or African American	3,573	55.5	19%
American Indian and Alaska Native	1,903	92.3	10%
Asians/Nat. Hawaiian/Pacific Islander	440	8.1	2%
Two or More Races*	1,581	36	9%
White Alone	10,613	9.8	58%
Hispanic (may be of any race)	1,022	18.3	6%

* This category includes bi-racial African American and American Indian children not included in the other totals for those groups.

Source: Minnesota Department of Human Services

Injuries

Relatively few children of all races die from homicide, suicide and other injuries, including motor vehicle crashes. However, almost all of these deaths are preventable. Rates of these deaths are highest for African-American and American Indian children, and somewhat lower for Latino and Asian children. The distribution of these deaths across categories also varies by race. For example, white children are more likely to be killed in motor vehicle crashes or commit suicide, African-American children experience more homicides, and American Indian and Latino children had the highest percentage of other injuries.

Injury Deaths, 1990-99

	Homicide	Motor Vehicle	Suicide	Other Injuries	Total	Rate per 1,000
Black	76	29	11	65	181	3.8
Indian	19	32	9	40	100	4.2
Asian	19	23	8	31	81	1.8
White	114	743	224	523	1,604	1.4
Hispanic (of any race)	14	19	6	27	66	2.3

Source: Center for Health Statistics, Minnesota Department of Health

Projects That Give Hope

Center for Reducing Rural Violence

Rural communities in Minnesota are affected by violence in many forms, from high-profile tragedies to family violence, suicide and violence by young people. The Council on Crime and Justice, with the support of the Blandin Foundation started the Center for Reducing Rural Violence to address the many faceted issue of rural violence in Minnesota. Since it started in 1995, the center has worked with more than 30 rural communities to help address concerns about violence. Regional coordinators live and work in rural communities throughout Minnesota offering technical assistance and a process to "encourage collaboration among rural community leaders."

The Center has found that there are three features that are a part of each program: collaborative effort, restorative justice, and building relationships between youth and adults.

"The People in the community decided they were going to gather together and start fighting crime, we were going to collaborate together, and the Center for Reducing Rural Violence has made a real difference in the process of building that collaboration. The Center assisted us in responding to the problem of gangs." Rocky Pappasidora, Public Safety Director, Leech Lake Band of Ojibway, Cass Lake

"Type 1 offenses decreased significantly last year in Mahnomen County. Calls to law enforcement are up, while bookings are down. These trends are good. They reflect the improved trust and communication between law enforcement and community I have seen develop as we have worked with the Center for Reducing Rural Violence and the Upper Midwest Community Policing Institute and the community mobilizing their efforts have helped to support. We have seen real benefits from our work with the Center and the Institute." Richard Rooney, Sheriff, Mahnomen County

(Thanks to Cheryl Heilman, Center for Reducing Rural Violence)

Projects That Give Hope

BIHA – Restorative Justice Circles

Black Indian Hispanic and Asian Women in Action have developed a restorative justice program in North Minneapolis working with African American juvenile offenders with the goal of reducing repeat offenses as well as teaching non-violent conflict resolution. This process is facilitated through healing circles led by BIHA members and involving 20 representatives of the African American community including clergy, criminal justice personnel, healthcare professionals, social workers, community leaders and advocates. Juvenile offenders are referred by the Hennepin County Juvenile Court.

During circle meetings, circle members discuss the behaviors that might be getting the youth in trouble and relationships are built with community members. The attempt is to address the various issues facing these families and then try and find solutions or other resources that may be available within the community. Once they begin to open up about their behavior they are able to discuss the root causes. For many of the families, it is the first time they have been able to do this openly without any fear of retaliation. The BIHA circle members have offered counseling services to families, housing referrals, tutoring and other educational concerns. Ninety percent of the families involved have been able to utilize community resources without going back into the court system.

(Thanks to Alice Lynch, Executive Director, BIHA)

"When eighth-graders were signing up for classes for their first year in high school, many ESL students, including me, were unable to get into some of the more advanced classes such as literature and biology. We were not allowed to take them largely on the basis of our inability to speak English effectively. Although many of us had maintained high academic performances, the ability to speak English effectively seemed to be the most powerful factor for deciding which classes we could take."

Additional Tables

African-American Children and Youth

Income and Housing

Average Family Earnings, 1996, 98	$22,438
Average Family Income, 1996, 98	$28,355
Percent of Students Below 185% of Poverty Line, 00-01	71%
At Least One Adult Works Full Time, 1996, 98	64%
At Least One Adult Works Part Time, 1996, 98	13%
Home owned by someone in household, 1996-98	33%
Percentage of homeless families, Oct 2000	52%

Safety

Ninth graders who experienced physical abuse by a family member, 1998	22%
9th graders committing interpersonal violence, 1998	23%
Out-of-Home-Placements, Rate/1000, 2000	55.5
Injury Deaths, Rate/1000, 1999	3.8

Education

Percent of 6th grade students who plan to attend college, 98	86%
Student Attendance, 1999-2000	
3rd grade	94%
8th grade	90%
10th grade	87%
Percent of students passing basic standards tests, 1999-2000	
reading	48%
math	31%
writing	54%
Percent of students not graduating on time, 1999	
dropping out	36.4%
continuing	25%

Health

Teen Births, age 15-17, rate/1000, 1999	70.2
Percentage of children born at low birth weight, 1999	10.5%
Infant Death Rate/1000, 1995-99	13.5
Estimated Percent of Children Without Health Insurance, 2001	10.9%
Ninth Graders Experiencing Emotional Distress, 98	19%
Families with at least one special needs child, 2000*	33.0%

*All families of color

Social Climate

How Americans Treat Them (Somali)	
Usually friendly to you	84%
Usually not friendly to you	5%
Don't know/ refused	12%
Bias crime victims, reported 2000	41
Percentage of metro regional park visitors, ages 12-20, 1998	4.0%
Expect to live in Minnesota five years after graduation	65%

American Indian Children and Youth

Income and Housing

Percent of Students Below 185% of Poverty Line, 00-01	67%
Percentage of Homeless Families, Oct 2000	10%

Safety

Ninth Graders Who Experienced Physical Abuse by a Family Member, 1998	19%
Ninth Graders Committing Interpersonal Violence, 1998	25%
Out-of-Home Placements, Rate/1000, 2000	92.3
Injury Deaths, Rate/1000, 1999	4.2

Education

Percent of 6th Grade Students Who Plan To Attend College, 98	79%
Student Attendance, 1999-2000	
3rd grade	93%
8th grade	87%
10th grade	83%
Percent of Students Passing Basic Standards Tests, 1999-2000	
reading	53%
math	42%
writing	70%
Percent of Students Not Graduating on Time, 1999	
dropping out	35%
continuing	23%

Health

Teen Births, Age 15-17, Rate/1000, 1999	62
Percentage of Children Born at Low Birth Weight, 1999	7%
Infant Death Rate/1000, 1995-99	14
Ninth Graders Experiencing Emotional Distress, 98	21%
Families With At Least One Special Needs Child, 2000*	33%

*All families of color

Social Climate

Bias Crime Victims, reported 2000	4
Percentage of Metro Regional Park Visitors, Ages 12-20, 1998	3%
Expect to Live in Minnesota Five Years After Graduation	71%

Asian Children and Youth

Income and Housing

Percent of Students Below 185% of Poverty Line, 00-01	61%
Percentage of Homeless Families, Oct 2000	1%

Safety

Ninth Graders Who Experienced Physical Abuse by a Family Member, 1998	18%
Ninth Graders Committing Interpersonal Violence, 1998	14%
Out-of-Home Placements, Rate/1000, 2000	8.1
Injury Deaths, Rate/1000, 1999	1.8

Education

Percent of 6th grade students who plan to attend college, 98	89%
Student Attendance, 1999-2000	
3rd grade	97%
8th grade	95%
10th grade	91%
Percent of students passing basic standards tests, 1999-2000	
reading	63%
math	62%
writing	69%
Percent of students not graduating on time, 1999	
dropping out	15%
continuing	16%

Health

Teen Births, Age 15-17, Rate/1000, 1999	47
Percentage of Children Born at Low Birth Weight, 1999	8%
Infant Death Rate/1000, 1995-99	7
Ninth Graders Experiencing Emotional Distress, 98	22%
Families With at Least One Special Needs Child, 2000*	33%

*All families of color

Social Climate

How Americans Treat Them (Hmong)	
Usually friendly to you	67%
Usually not friendly to you	15%
Don't know/ refused	19%
Bias Crime Victims, reported 2000	1
Percentage of Metro Regional Park Visitors, Ages 12-20, 1998	13%
Expect to Live in Minnesota Five Years After Graduation	81%

Latino Children and Youth

Income and Housing

Average Family Earnings, 1996, 98	$34,841
Average Family Income, 1996, 98	$37,277
Percent of Students Below 185% of Poverty Line, 00-01	65%
At Least One Adult Works Full Time, 96, 98	82%
At Least One Adult Works Part Time, 96, 98	4%
Home Owned By Someone in Household, 96-98	55%
Percentage of Homeless Families, Oct 2000	6%

Safety

Ninth Graders Who Experienced Physical Abuse By A Family Member, 1998	20%
Ninth Graders Committing Interpersonal Violence, 1998	25%
Out-of-Home Placements, Rate/1000, 2000	18.3
Injury Deaths, Rate/1000, 1999	2.3

Education

Percent of 6th grade students who plan to attend college, 98	80%
Student attendance, 1999-2000	
3rd grade	94%
8th grade	91%
10th grade	87%
Percent of students passing basic standards tests, 1999-2000	
reading	53%
math	40%
writing	65%
Percent of students not graduating on time, 1999	
dropping out	31%
continuing	21%

Health

Teen Births, Age 15-17, Rate/1000, 1999	83
Percentage of Children Born at Low Birth Weight, 1999	6%
Infant Death Rate/1000, 1995-99	6.8
Estimated Percent of Children Without Health Insurance, 2001	16%
Ninth Graders Experiencing Emotional Distress, 98	22%
Families With At Least One Special Needs Child, 2000*	33%

*All families of color

Social Climate

How Americans Treat Them (immigrants)	
Usually friendly to you	90%
Usually not friendly to you	5%
Don't know/ refused	6%
Bias Crime Victims, reported 2000	20
Percentage of Metro Regional Park Visitors, Ages 12-20, 1998	6%
Expect To Live in Minnesota Five Years After Graduation	59%

Key Resources List

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Jonathan Vlaming, Met Council

Data Notes

Social Climate

Attitudes About Race

Source: Minnesota State Survey, Minnesota Center for Survey Research, University of Minnesota.
This data comes from statewide telephone surveys of approximately 800 adult Minnesotans.

Future Plans

Source: 1997-98, Minnesota High School Follow-up Surveys, Minnesota Department of children, Families and Learning.
This data is from follow-up surveys of a sample of graduates of the classes of 1997 and 1998 conducted by Human Capital Research Corporation.

Housing Patterns

Source: Mumford Center for Comparative Urban and Regional Research, Tufts University.
The Index of Dissimilarity is the percentage of one group that would need to move to a different census tract in order for both groups to be equally distributed. The Isolation Index is the percentage of a group that live in a census tract where the average member of that group lives. Data is from the 2000 Census.

Social Involvement, Negative Treatment

Source: "Speaking for Themselves" survey of Latino, Hmong, Russian and Somali and other immigrants in Minneapolis-St. Paul; Wilder Research Center.
This data is from a survey of about 1,500 immigrants conducted in late 1999 and early 2000.

Park Usage

Source: Twin Cities Regional Parks 1998 Summer Visitor Study, Metropolitan Council.
The data counts park visits by youth ages 12-18. Children younger than 12 were not counted separately from their families.

Economics and Housing

Earnings and Income; Percentage of Working Parents; Home Ownership

Source: National Survey of America's Families, Urban Institute. Analysis by Child Trends.
Data is from respondents to the National Survey of America's Families in 1997 and 1999. These data years were combined to reach a large enough sample for analysis.

Children Below 185% of Poverty

Source: Minnesota Department of Children, Families and Learning.
Data is the number of children approved to receive free/reduced-price meals in October of the 2000-01 school year. The percentage is the number of children approved divided by the total enrollment. Not all income-eligible children participate in the program, and private and home-schooled children are not included.

Homeless Families

Source: Wilder Research Center.
Data is from an October 2000 survey of emergency shelter, battered women's shelters and transitional housing programs. This does not include children "doubling up" with others or staying in places not meant for human habitation (such as in cars, under bridges and in abandoned buildings.)

Long-Term MFIP Receipt

Source: Minnesota Department of Human Services
Data is the number and percentage of cases who had been on the Minnesota Family Investment Program for 42 months or longer as of December 2000, putting them on track to reach the 60 month time limit for welfare receipt by July 2001.

Health

Children Born at Low Birth Weight

Source: Minnesota Department of Health, Center for Health Statistics
Data is the number of infants weighing less than 2500 grams (5.5. pounds) at birth in 1999. The percentage is the number of these births divided by the total number of births. Information is collected from birth certificates.

Infant Mortality

Source: Minnesota Department of Health, Center for Health Statistics
Data is the number and rate of children who die before their first birthday. Data is combined from 1995-99 for more accuracy. Information is collected from death certificates.

Births to Teens

Source: Minnesota Department of Health, Center for Health Statistics
"Teenage" is defined as under 18; the rate is the number of births to 15 to 17-year-olds divided by the estimated population of females 15 to 17 years. Information is collected from birth certificates.

Health Care

Source: "Minnesota Health Insurance and Access Survey," University of Minnesota School of Public Health, Minnesota Department of Health
This random survey of over 27,000 Minnesotans was conducted between November 2000 and May 2001.

Emotional Distress

Source: 1998 Minnesota Student Survey; analysis by Urban Coalition.
This survey of Minnesota 6th, 9th and 12th grade students is a voluntary, multiple choice response survey. An estimated 97% of students completed the survey. Please note that students were allowed to check more than one racial category, so results for different racial groups cannot be added together.

Children With Special Needs

Source: Wilder Research; "Child Care Use in Minnesota Households: Statewide Survey"
Data comes from a statewide survey of over 2,400 families. Parents were asked if their child needed "a lot of extra effort" or "special attention" because of physical or developmental disabilities, emotional or behavioral problems, learning disabilities or a health care need.

Education

Planning to Attend College

(see "Emotional Distress") above.

Attendance; Basic Standards Tests

Source: 2000 Minnesota Education Yearbook, Office of Educational Accountability, University of Minnesota
This data is the average attendance rates for 3rd, 8th and 10th grades, and the percentage of grade 8 (for reading and math) and grade 10 (for writing) meeting the Minnesota Basic Standards Test, which is required for high school graduation.

Graduation Rates

Source: Minnesota Department of Children, Families and Learning
This data is the number of students in grade 12 who have either dropped out during 9th-12th grades or are continuing their education and thus are not graduating with their class. The percentage is the number of students not graduating on time divided by the total enrollment of their class. Only students who attended school in the same district all four years are measured in this indicator.

Safety

Involved in Fights; Physical Abuse

(see "Emotional Distress" above)

Out-Of-Home Placement

Source: Minnesota Department of Human Services,
Data are the number of children who spent time in foster care, group homes, emergency shelter or residential treatment facilities during the year, including those formally placed with relatives. The rate is the number of these children divided by the estimated total number of children and multiplied by 1,000.

Injuries

Source: Minnesota Department of Health, Center for Health Statistics
Data are the number of children dying from homicide, suicide and unintentional injuries, including motor vehicle crashes (as drivers, passengers or bystanders), falls, and drowning. The rate is the number of children dying for all years 1991-99, divided by the estimated total number of children, multiplied by 10,000. The information is obtained from death certificates.

All Kids Count!

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